California Department of Education

Diagnostic Center, Southern California

Professional Development Opportunities 2005-2006

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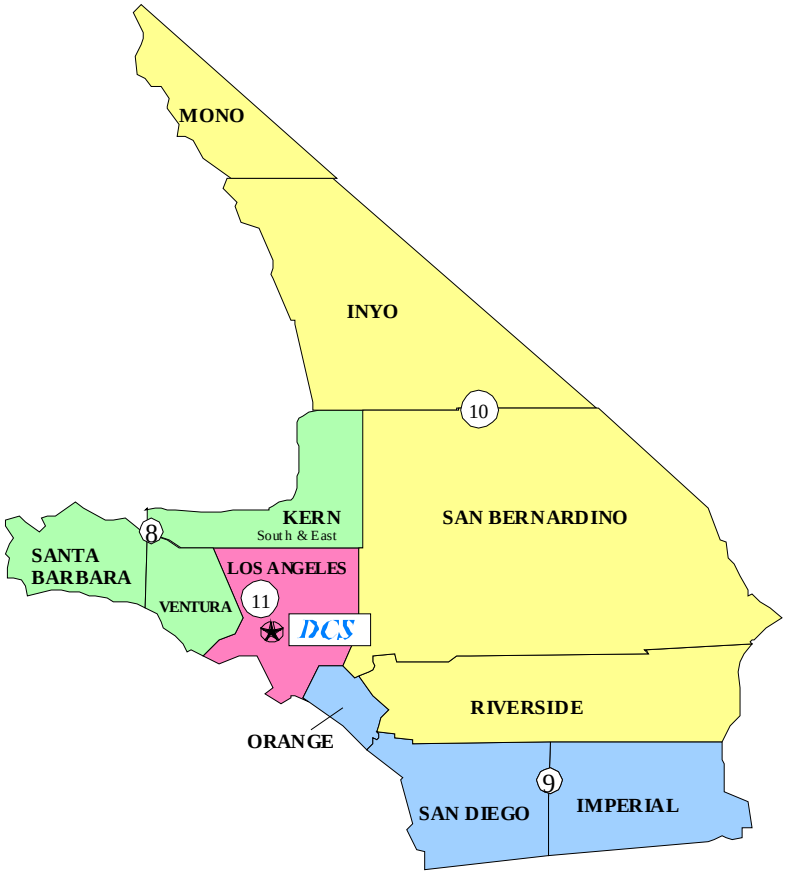
DIAGNOSTIC CENTER SOUTHERN CALIFORNIA SERVICE AREA

The three Diagnostic Centers are pleased to offer professional development and training services to California's school districts, SELPAs, and county offices of education. On a statewide basis each center offers training in:

- **Autism**
- **Literacy**
- **Positive Behavioral Supports**

In addition, each center offers a menu of training topics that may vary statewide according to the expertise and interests of staff available at each site.



(#) = Regional Coordinating Council (RCC)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Offered by

Diagnostic Center, Southern California

2005-2006

OVERVIEW

The Diagnostic Center, Southern California offers formal professional development activities to local educational agency (LEA) staff and parents on a range of topics. Our training topics are based upon both statewide and local needs assessment surveys as well as other areas of interest. Our primary charge, the provision of assessment services, limits our ability to accommodate requests for training. In an effort to maximize our training resources, we offer training and technical assistance in several formats including:

- **One-day Workshops held in your district or region**
- **Comprehensive Professional Development Projects**
- **Consultation Services**

How is our training disseminated?

One-day Workshops:

In order to provide our services in an equitable manner to LEAs and SELPAs, many of our workshops are offered regionally on pre-set dates (page 4) to the four Regional Coordinating Councils (RCCs) in our catchment area. Any dates unbooked after June 20, 2005 are available for individual districts or SELPAs.

We also provide a variety of training topics that are available to sponsoring RCCs, SELPAs or local school districts, as Diagnostic Center staff availability permits. These trainings are offered on different dates throughout the school year. While scheduled on a "first come, first served" basis, attempts are still made to distribute these limited trainings equitably.

Comprehensive Professional Development Projects:

Comprehensive Professional Development Projects are individually designed to meet specific district or school site needs. Projects incorporate in-depth content training and multiple levels of follow-up support including demonstration teaching and on-site collaboration. These systemic projects include multiple service days that may be interspersed over a period of weeks, months or a year. Project topics are in Literacy, Autism, Moderate to Severe Disabilities, and Early Childhood Special Education. Projects are described on page 31.

Consultation Services:

The Diagnostic Center has the capacity to provide consultation services in one to two hour sessions either at our Center or via videoconferencing. See page 34 for more information.

How to Book:

Please contact Deborah Holt, Director at (323) 222-8090 or dholt@dcs-cde.ca.gov for available dates.

What does the sponsoring agency (RCC, SELPA, LEA) need to do?

After a training topic and date is confirmed, the sponsoring agency is responsible for:

- **Assigning a contact person responsible for coordinating with the Diagnostic Center presenter**
- **Assigning administrator or designee to attend the training**
- **Securing a training site to accommodate audience size**
- **Creating and distributing flyer (see sample page 39)**
- **Providing for audio-visual needs**
- **Duplicating handout packets for all participants (request master copy of handout package from DC presenter, allow a minimum of 2 weeks prior to training date)**
- **Greeting and registering participants**
- **Introducing presenter**
- **Distributing and collecting evaluation surveys**
- **Distributing Certification of Completion at the end of training**

Note: While it is not required, providing lunch on-site for full day trainings is greatly appreciated. It ensures a timely resumption of the training after the lunch break.

A "Certification of Completion" is available upon request of the sponsoring agency for dissemination to participants at the conclusion of the training. Upon university approval, this may be applied towards the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

We strongly recommend that the sponsoring agency ensure that parents, general education and other agency staff (i.e., Regional Center, Mental Health) as appropriate, are invited.

What is the cost?

There is no cost for our services. Sponsoring agencies have the responsibility for costs involved with duplication of handout materials, securing the training site, advertising the training, providing refreshments and other like costs.

TRAININGS WITH PRE-SET DATES*
2005-2006

** RCC bookings will be taken through June 20. LEAs may then book any remaining dates.*

Behavior Plan Practicum B-1 Accommodations and Modifications S-2 Effective Strategies for Successful Teaching S-3	
Sep 27	Nov 15
Sep 29	Nov 17
Oct 4	Dec 6
Oct 6	Dec 8
Oct 18	Jan 19
Oct 20	Jan 24
Oct 25	Jan 26
Oct 27	Mar 9
Nov 1	Mar 14
Nov 8	

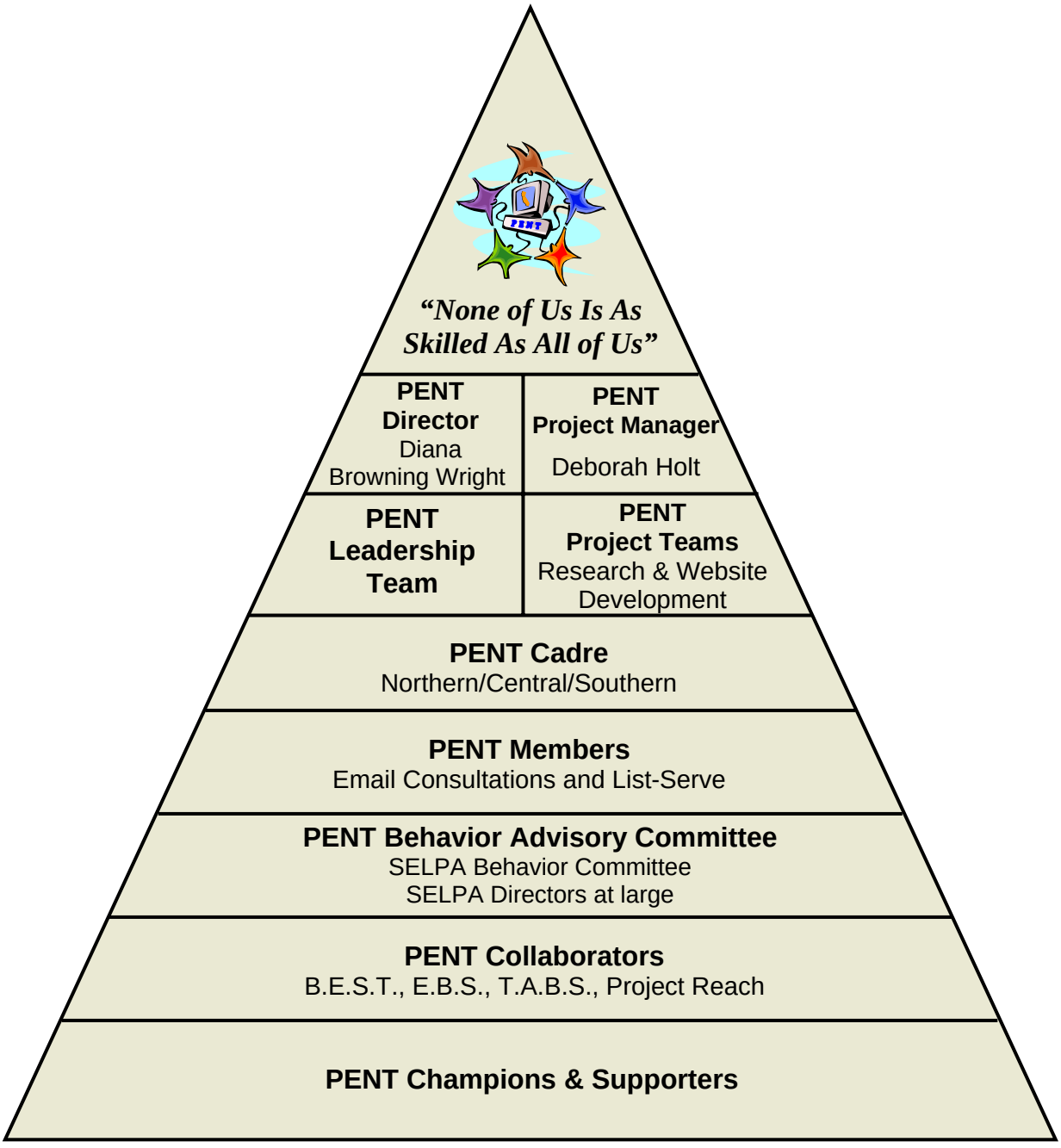
Asperger A-4 ADHD S-1 Medical Interventions B-7 & B-8	Literacy Strand L-1 to L-3
Sep 7	Oct 11
Sep 28	Oct 23
Oct 12	Nov 1
Nov 2	Nov 8
Nov 9	Jan 24
Jan 18	Jan 26
Feb 8	Feb 7
Feb 22	Feb 9
Mar 29 (no S-1)	

All other trainings are available on a first come - first served basis. Please call Deborah Holt, Director for available dates.

POSITIVE ENVIRONMENTS, NETWORK OF TRAINERS (PENT)

WHO ARE WE?

"None of us is as skilled as all of us!"



PENT Activities in 2005-2006

- **Statewide training: Behavior Plan Practicum: Developing and Scoring High Quality Behavior Plans** using the new instrument, "Behavior Support Plans Quality Evaluation," is being disseminated by PENT Cadre members, PENT Leaders, or the PENT Director statewide.

- **Statewide training: Accommodation, Modification and Differentiated Instruction in the Era of High Standards** will continue to be disseminated by the PENT Director or others. This training demonstrates the content of effective instruction and differentiated instruction and how academic adaptations (accommodations and modifications) to achieve high outcomes go hand in hand with behavior support plans and the Positive Behavior Supports school wide reform efforts.

- **Website maintenance: www.pent.ca.gov opened December 2004**. This website allows everyone to download materials on positive environments, functional behavioral assessment, and a host of documents and training materials and links to improve outcomes for students. Current research and new information is posted monthly on this website.

- **PENT Research team activities:** Diana Browning Wright, PENT Director, Dr. G. Roy Mayer, PENT Leader/Collaborator, Dr. Bruce Gale, PENT Leader/Technology Advisor, and Clay Cook and Dean Crews from the Ph.D. program at UCR are conducting on-going data analysis and research to improve outcomes for students with behavioral issues. Research results will be disseminated in peer reviewed journals as well as the PENT website.

- **PENT Email Updates:** Diana Browning Wright will continue to send emails updating all PENT groups (PENT Cadre, Leaders, SELPA Directors, Members at Large) on issues related to positive behavioral supports, behavior support plans and special education.

- **Case and Issue Consultation Service:** Diana Browning Wright will continue email and phone consultations on specific cases and issues in educating students with disabilities.

- **Cadre/Leadership Team Forums:** SELPA Behavior Committee will again sponsor the PENT Cadre's annual Forums in Stockton and Rancho Cucamonga for 2006. The Forums enable Cadre members, selected by their SELPA, to share resources, expertise and new developments in serving students with behavioral challenges.

Positive Behavioral Supports Strand

B - 1 Behavior Plan Practicum: Developing and Scoring High Quality Behavior Plans

Presenter: Diana Browning Wright, School Psychologist/Behavior Analyst, Director-Positive Environments, Network of Trainers (PENT)

Time: 8:00-8:30 Registration - Workshop begins PROMPTLY at 8:30
8:30-4:00 Workshop

Intended Audience: All educators involved in designing, implementing and monitoring behavior support plans, interested community and other agency service providers.

Content: This full-day workshop is a unique hands-on opportunity to work with your colleagues to evaluate behavior support plans. The BSP Quality Evaluation Guide is a research validated instrument that results in a 2 to 1 likelihood that following this training the behavior support plan is likely to score in the adequate, vs. the inadequate range. The six key concepts quantified in the new rubric can be used to evaluate all behavior plans, and can be an effective consultation tool in consultations with staff, parents and advocates. Come prepared to work in small groups and to be fully engaged in activities using the provided materials.

Outcomes:

1. Learn the differences between adequate and inadequate behavior plans and how to produce an adequate plan embodying the six key concepts.
2. Learn when to select a positive behavior intervention plan written for severe behavior and when to use a less data driven plan written when "behavior impedes learning." Learn the key differences between these plans and how to streamline data collection and the plan development process.
3. Learn how to write measurable, observable behavioral goals that document "adequate yearly progress" and how to design communication provisions that facilitates analysis of the student's "response to intervention" for further decision making.

Room Set-Up and Speaker Needs: Collaborative work group format is required in this training.
In order of preference: 1. Round tables seating approximately 8; 2. long tables with chairs on both sides. Note: Auditorium style will NOT work. Speaker requires remote lapel mic, screen, power strip and long table for equipment in front of screen.

➠ *See available dates on page 4*

B - 2 Head 'Em Off at the Pass: Techniques to Manage Escalating Behaviors for Elementary Teachers of Students with Moderate to Severe Disabilities

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 5 hours

Intended Audience: **Elementary** level teachers working with students with moderate to severe disabilities and autism. New or emergency-credentialed teachers and teacher/paraeducator teams are encouraged to attend together.

Audience Size: Maximum of 60

Content: This workshop presents strategies to avoid, redirect, or deescalate the inappropriate behaviors of students with moderate to severe disabilities, including autism. These include need, type and delivery of reinforcers, determining a behavior's antecedents and consequences, educational accommodations for managing behaviors, and strategies to intercede at the start of a student's inappropriate behaviors.

Outcomes:

1. Participants will become familiar with the basic concepts of reinforcers and reinforcement.
2. Participants will understand how antecedents, developmental level and diagnosis influence behavior.
3. Participants will learn specific techniques and accommodations to inappropriate behaviors.

B - 3 Head 'Em Off at the Pass: Techniques to Manage Escalating Behaviors for Elementary Level Teachers of Students with Mild Disabilities

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 5 hours

Intended Audience: **Elementary** level teachers working with students with learning disabilities. New or emergency-credentialed teachers and teacher/paraeducator teams are encouraged to attend together.

Audience Size: Maximum of 60

Content: This workshop presents strategies to avoid, redirect, or deescalate the inappropriate behaviors of students with learning disabilities. These include writing and actively teaching effective class rules, need, type and delivery of reinforcers, determining a behavior's antecedents and consequences, educational accommodations for managing non-serious but oppositional behaviors, and strategies to intercede at the start of a student's inappropriate behaviors. Non-verbal strategies, such as voice tone, body language and space utilization, will be demonstrated.

Outcomes:

1. Participants will become familiar with the basic concepts of reinforcers and reinforcement.
2. Participants will understand how antecedents, developmental level and diagnosis influence behavior.
3. Participants will learn specific techniques and accommodations to inappropriate behaviors.

B - 4 Head 'Em Off at the Pass: Techniques to Manage Escalating Behaviors *DIS Providers Edition*

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Designated Instructional Service Providers

Audience Size: Maximum of 60

Content: This workshop presents strategies to redirect or deescalate a student's inappropriate behaviors. These include writing and actively-teaching effective class rules, need, type and delivery of reinforcers, determining a behavior's antecedents and consequences, educational accommodations for managing non-serious but oppositional behaviors, and strategies to intercede at the start of a student's inappropriate behaviors.

Outcomes:

1. Participants will become familiar with the basic concepts of reinforcers and reinforcement.
2. Participants will understand how antecedents, developmental level and diagnosis influence behavior.
3. Participants will learn specific techniques and accommodations to inappropriate behaviors.
4. Participants will view a student's behavior in a different way.

B - 5 Hidden Functions of Problem Behaviors: Sensory-Seeking and Sensory-Avoiding

Presenter: Kimble Morton, Motor Assessment Program Specialist

Time: 3 hours (Presenter requires 1 hour set-up time prior to training)

Intended Audience: Teachers, school psychologists, adapted physical education specialists, BICMs, program specialists, parents, and other IEP team members.

Audience Size: Maximum of 60

Content: Are you having difficulty identifying the functions of some problem behaviors? Are you wondering what interventions to use when sensory responses seem to be the function of the behavior? This program is designed to help special educators understand unusual sensory responses including provision of a method of assessment and strategies for developing effective interventions. Case study, discussion, and lecture formats will be used.

Outcomes:

1. Participants will understand five levels of sensory responsiveness.
2. Participants will be able to identify six sensory domains for investigation.
3. Participants will begin to use one assessment tool, the *Analysis of Sensory Behavior Inventory-R,* to discern the relationship among sensory-seeking and sensory-avoiding behaviors and sensory responsiveness in each of the sensory domains.
4. Participants will begin to identify intervention strategies for students with differences or difficulties in sensory processing.

B - 6 Nonviolent Crisis Intervention (Crisis Prevention Institute)

Presenter: Kimble Morton, Motor Assessment Program Specialist
Certified Instructor, Crisis Prevention Institute, Milwaukee, Wisconsin

Time: 1 or 2 days: Cost of $11.00 per participant for training manual
Day 1 (6 hours): Verbal and nonverbal techniques to de-escalate acting out and potentially assaultive individuals.
Day 2 (6 hours): Verbal and nonverbal de-escalation techniques and non-harmful physical intervention techniques for containment of acting out and assaultive individuals.

Intended Audience: All school personnel who may encounter agitated individuals. Participants should be teams of 2 or more from a school site. Participants should wear comfortable clothing and flat, closed-toe shoes with non-skid soles.

Audience Size: Maximum of 40 (This is a firm limit set by the Crisis Prevention Institute)

Training Environment: *Room Size:* Adequate space without furniture or obstructions is required in order to conduct Nonviolent Crisis Intervention training. A minimum of 1500 square feet is required for a class of 25 or less. A minimum of 2000 square feet is required for a class of 26-40 people. Room smaller than this will not allow a sufficient practice area for the nonharmful personal safety and physical crisis intervention control and restraint techniques. Lack of adequate space may result in class cancellation for safety reasons.
Carpeting: If at all possible, it is recommended that the training room be carpeted.

Content: Nonviolent Crisis Intervention is a safe, nonharmful behavior management system designed to help human service workers provide for the best possible care and welfare of assaultive, disruptive or out-of-control persons, even during the most violent moment.

Outcomes:

Day 1: The Preventive Techniques

- Identify useful nonverbal techniques in the prevention of acting out behavior
- Develop verbal techniques to be implemented when de-escalation of verbal acting out is necessary
- Understand physical principles of personal safety techniques to avoid student and staff injury if behavior escalates to a physical level
- Provide for the best care and welfare for individuals in your school
- Apply the material covered in training to "real life" situations
- Build therapeutic postvention techniques to be implemented after acting out behavior has occurred, to aid the individual coping with crisis situations

Day 2: Team Approach and Therapeutic Physical Intervention

NOTE: DAY 2 MAY ONLY BE TAKEN IN CONJUNCTION WITH, AND IMMEDIATELY FOLLOWING DAY 1.

- Understand and develop team intervention strategies and techniques
- Demonstrate physical control and restraint techniques to be implemented as a last resort when physical intervention is necessary
- Apply the material covered in training to "real life" situations
- Build therapeutic postvention techniques to be implemented after acting out behavior has occurred, to aid the individual in coping with crisis situations

B - 7 Medical Interventions for Children with Behavior Disorders

Presenter: Joanne M. Weigel, M.D., Developmental Pediatrician

Time: 3 hours

Intended Audience: Any school personnel working with children having disruptive behavior, including teachers, school psychologists, behavior specialists, program specialists, etc. Parents are welcome.

Content: Medications used to treat ADHD, Tourette, Obsessive Compulsive Disorder, aggression, depression and seizure disorders are reviewed. The usual effects of various medications are discussed, along with side effects. Guidelines for evaluating medication trials and working with families and doctors are offered.

Outcomes:
1. Participants will be familiar with the major medications used to treat severe behavior disorders, their intended effects and side effects of which to be aware.
2. Participants will have reference materials to help them understand medication regimens for the children in their care.

Room Set-Up: Classroom style with long tables. Internet access would be useful.

B - 8 Ask the Doctor: An Interactive Case Study Approach to Understanding the Role of Medication and Children with Behavior Disorders

Presenter: Joanne M. Weigel, M.D., Developmental Pediatrician

Time: 3 hours

Audience Size: Maximum of 50

Intended Audience: School personnel who work with children with behavior disorders, including teachers, aides, behavior specialists, school psychologists, nurses, etc. Parents are welcome.

Content: Bring your questions and problem cases to this discussion of the role of medication for children with behavior disorders. Audience participation is welcomed. The rationale for the use of different medications in specific cases will be discussed. The discussion may include cases known to the speaker and/or cases submitted for discussion by persons attending the training. The discussion will cover typical cases, such as children with uncomplicated ADHD, and complicated cases requiring multiple medications, such as children with Autism, Bipolar Disorder, Tourette Syndrome, and complicated medical conditions. Issues such as medication compliance, drug interactions and complicated medication regimens, and parent reluctance can also be discussed.

Outcomes:
1. Participants will be aware of the medications generally used to treat behavior disorders, and of the benefits and drawbacks of medical intervention.
2. Participants will have the opportunity to receive consultation on problem cases.
3. Participants will have reference materials to help them understand medication regimens for the children in their care.

Room Set-Up: Classroom style with long tables. Internet access would be useful.

➠ *See available dates on page 4*

B - 9 Tourette Syndrome

Presenter: Joanne M. Weigel, M.D., Developmental Pediatrician

Time: 1 ½ hours

Intended Audience: School personnel working with children with Tourette Syndrome. Parents are welcome.

Content: This presentation will provide a definition of Tourette Syndrome, examples of motor and vocal tics, associated behavioral and educational features, including attention, obsessions and compulsions, and educational output. Medical treatment for the various aspects of the disorder will also be discussed.

Outcomes:

1. Participants will be familiar with the diagnostic criteria, and with the tics characteristic of Tourette Syndrome.
2. Participants will be familiar with other disorders commonly associated with Tourette syndrome.
3. Participants will be aware of medical interventions.

B - 10 "Now We're Going to Play a Game!" Assessing Untestable Students

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Designated Instructional Service Providers

Audience Size: Maximum of 60

Content: Assessing some students can be a challenge. This presentation provides some "tips of the trade" and specific techniques used by those working at the Diagnostic Center when testing challenging students with autism, mental retardation and behavior disorders.

Outcomes: Participants will become familiar with specific techniques used in assessing difficult-to-test students.

Literacy Strand

L - 1 How Should We Teach Them to Read?: Critical Components for Successful Reading Instruction

Presenter: Vonnie DiCecco, Ph.D., Educational Specialist

Time: 3 ½ hours (8:30-12:00)

Intended Audience: Site-based and/or district-based literacy teams who wish to implement an action plan for effective reading instruction for older students (grades 4-12).

Content: This training will provide information critical to implementing successful reading programs for struggling or at risk readers (grades 4-12). It will address specific practices that need to be present in order for students to acquire the necessary skills to become successful readers. This training is aligned with the *Reading and Language Arts Framework and The California Reading Initiative and Special Education in California: Critical Ideas Focusing on Meaningful Reform*. Participants assess their existing reading programs and develop a plan of action. An overview of the *2002 California Reading/Language Arts Adoption* **Intervention Programs (4-8)** and *2005 Follow-Up Adoptions* are presented.

Outcomes:
1. Analyze and evaluate current reading practices at site and/or district level.
2. Develop a process for a site/district Reading Plan of Action.
3. Determine "next steps" in planning for effective reading instruction.

This training is aligned with the California Standards for the Teaching Profession (3-2, 3-4, 3-5). See pg. 36.

**** From 1:00-2:15 Dr. DiCecco will be available for individualized consultation to site-based teams.***

➠ *See available dates on page 4*

L - 2 Throw Away Your Red Pen and Teach Your Students How to Write: Basic Writing Skills for Struggling Writers

Presenter: Vonnie DiCecco, Ph.D., Educational Specialist

Time: 6 hours

Intended Audience: Upper elementary and secondary general and special educators, program specialists, administrators and parents welcome

Content: This training describes and demonstrates a process for teaching students how to write. Component skills and critical features of basic writing formats (descriptive, narrative, explanatory/expository, and persuasive) are discussed with demonstration lessons in each. Direct instruction in specific writing strategies and applications as outlined in the Reading/ Language Arts Framework for California Public Schools is stressed. Participants practice techniques and translate them into an action plan for classroom use.

Outcomes:
1. Learn how to effectively teach writing strategies to students.
2. Learn how to guide students in editing their own products.
3. Learn how to foster students' writing fluency, mastery, and independence.

This training is aligned with the California Standards for the Teaching Profession (3-2, 3-4, 3-5). *See pg. 36.*

L - 3 Accessing the Core Curriculum: Facilitating Comprehension in the Content Areas

Presenter: Vonnie DiCecco, Ph.D., Educational Specialist

Time: 6 hours

Intended Audience: 4th -12th grade general and special educators, program specialists, administrators, and parents welcome.

Content: This training describes and demonstrates specific strategies for facilitating comprehension in the content areas. Instructional sequences are presented for designing explicit instruction in content areas (i.e., literature, social studies, science, etc). Skills necessary to read and comprehend content material are detailed and models are provided for developing and presenting lessons in grade appropriate materials. Teaching vocabulary and incorporating instruction that promotes higher order thinking are demonstrated.

This training stresses components outlined in the California Reading Initiative (i.e., vocabulary development, comprehension and higher order thinking, and independent reading) and is aligned with the 1999 California Language Arts/Reading Framework and Standards.

Outcomes:
1. Learn procedures for pre-planning content area lessons.
2. Learn procedures for delivering explicit instruction in the content areas.
3. Learn techniques for assessing students understanding.
4. Learn how to design content instruction that is user friendly for all students.

This training is aligned with the California Standards for the Teaching Profession (1-2, 3-2, 3-3, 3-4, 3-5). *See pg. 36.*

➠ ***L-2 & L-3: See available dates on page 4***

Autism Strand

A - 1 What Every Teacher Should Know About Students with Autistic Spectrum Disorders

Presenter: Mary Owens, Educational Specialist

Time: 5 hours

Intended Audience: Special and general education teachers, paraeducators and other interested support staff. We welcome anyone who lives or works with a person with Autistic Spectrum Disorder (ASD).

Content: This workshop is aimed at general education teachers, SDC teachers, and RSPs working with students with ASD. It will provide practical information to assist in identifying the ***individual*** learning, language, social and behavior strengths and weaknesses of the student, and the implications for educational programming. Topics include: social-communication, positive behavior supports and curriculum modifications. Teaching strategies appropriate for students with autism will be provided. Guidelines for working with one-to-one aides, paraeducators, and support staff will be included.

Outcomes:

1. Participants will learn the major characteristics of ASD and implications for educational programming.
2. Participants will be given a student profile form to assist in educational programming.
3. Participants will understand the importance of visual organization and visual communication strategies.
4. Participants will be given guidelines for working with one-to-one aides and support staff.

A - 2 Autism: Overview of the Major Educational Approaches and What the National Research Council Report Says

Presenter: Mary Owens, Educational Specialist

Time: 5 hours

Intended Audience: Special education personnel, general education teachers and parents seeking an overview of interventions for children with autism and research findings and recommendations by the National Research Council

Content: This training will overview methodologies and interventions associated with autism and related disorders including strategies associated with Applied Behavior Analysis, the TEACCH Program, the Developmental, Individual-Difference, Relationship-Based (DIR)/Floortime Model, the Picture Exchange Communication System (PECS) and Social Stories. Videotape will be used to illustrate many of the intervention strategies. Research findings and recommendations from the National Research Council's Committee on Educational Interventions for Children with Autism will also be presented.

Outcomes:

1. Participants will become familiar with major methodologies and interventions associated with educating students with autism.
2. Participants will become familiar with key findings and recommendations from the National Research Council's Committee on Educational Interventions for Children with Autism, including:
   - goals for educational services
   - characteristics of effective interventions
   - intervention priorities

A - 3 What the National Research Council Report Says About Educating Students with Autism: Administrative Overview

Presenter: Mary Owens, Educational Specialist

Time: 1 ½ hours

Intended Audience: Administrators, Program Specialists, and others involved in developing or evaluating educational programs for children with autism

Content: At the request of the U.S. Department of Education's Office of Special Education Programs, the National Research Council formed the Committee on Educational Interventions for Children with Autism. The committee's task was to review scientific evidence related to the effects and features of educational interventions for children with autism (emphasis on birth to age 8). This training will highlight key findings and recommendations including: goals for educational services, characteristics of effective interventions, intervention priorities and personnel preparation.

Outcomes:

1. Participants will become familiar with the Committee on Educational Interventions for Children with Autism's report.
2. Participants will become familiar with the committee's recommendations related to goals for educational services, characteristics of effective interventions, intervention priorities and personnel preparation.

A - 4 Asperger Syndrome: Overview of Diagnosis and Educational Interventions for Upper Elementary and Secondary Students

Presenters: Joanne Weigel, M.D., Developmental Pediatrician

Nick Cook, Ph.D., Speech/Language Pathologist

Time: 6 hours (8:30 - 3:30)

Intended Audience: Fourth through twelfth grade teachers, paraeducators and designated instructional service providers working with students with Asperger Syndrome; program specialists, administrators, and parents.

Content: Asperger Syndrome is one of the Autistic Spectrum Disorders (ASD). It is characterized by at least average cognitive and language skills but with severe social problems and a restricted range of interests. This presentation covers the clinical features of Asperger Syndrome, principles of assessment, guidelines for treatment and educational intervention, and current research.

Outcomes:

1. The participants will learn the specific diagnostic criteria for Asperger Syndrome.
2. The participants will understand how Asperger Syndrome affects a student's:
   a. behavior
   b. social interactions
   c. learning
3. The participants will be exposed to specific techniques, strategies and environmental modifications to help a student with Asperger Syndrome participate more successfully in the upper elementary and secondary school settings.

Room Set-Up: A single room with the screen and speaker in the center front. Long tables are helpful. Please do not use conference rooms that are combined side by side.

➠ ***See available dates on page 4***

Moderate to Severe Disabilities Strand

M - 1 Teaching Students with Moderate to Severe Disabilities: Systematic Instruction Strategies

Presenter: Mary Owens, Educational Specialist

Time: 3 hours

Audience Size: Maximum of 50

Intended Audience: Teachers and paraeducators working with students with moderate to severe cognitive disabilities.

Content: This training is a practicum for teachers and paraeducators working with students with moderate to severe cognitive disabilities. An activity-based approach will be used that allows participants to learn and practice systematic instruction strategies to support learning and behavior. Strategies include: task analysis, direct instruction strategies, error correction procedures, reinforcement, prompting hierarchies, and use of choice making strategies.

Outcomes:

1. Participants will be able to do a simple task analysis.
2. Participants will become familiar with a variety of direct instruction strategies and concepts related to reinforcement and error correction procedures.
3. Participants will become familiar with a common prompting hierarchy and use of five different types of choice making strategies.

M - 2 Teaching Students with Moderate to Severe Disabilities: Functional Academic Skills – What Are They and How Do They Link to the Core Curriculum

Presenter: Mary Owens, Educational Specialist

Time: 2 ½ hours

Intended Audience: Teachers working with students with moderate to severe cognitive disabilities.

Audience Size: Maximum of 50

Content: This training for teachers will overview the concept of "functional academics" as it relates to students with moderate to severe cognitive disabilities. Functional reading and math skills will be emphasized and will include discussion of commonly targeted goals/objectives and how they can be aligned to the Core Curriculum.

Outcomes:

1. Participants will be able to define "functional reading skills" and "functional math skills" for students with moderate to severe cognitive disabilities.
2. Participants will practice identifying next step goals/objectives (performance indicators) related to "functional reading" and "functional math skills."
3. Participants will practice aligning functional reading and math skills to the Core Curriculum.

➠ ***M-1 and M-2 can be combined for a full day training.***

M - 3 Functional Communication Skills for Students with Moderate to Severe Disabilities

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Speech/Language Specialists

Content: The presentation emphasis is placed on planning functional communication goals for students with moderate to severe disabilities based on understanding how the student's developmental level affects communication. Concepts from the field of semiotics will be introduced to support broadening the term "communication" from speech only to a wider range of communicative behaviors. Intervention will target increasing receptive and expressive communication across natural environments with strategies such as multi-modal communication, scripts, behavior shaping, transition objects, and Observe-Wait-Listen.

Outcomes: *Participants will have knowledge of the following:*

1. Understand the implications of developmental levels on communication
2. Understand how to apply concepts of semiotics to functional communication skills
3. Learn strategies to encourage functional communication with students with moderate and severe disabilities.

Paraeducator Strand

P - 1 Head 'Em Off at the Pass: Techniques to Manage Escalating Behaviors *Paraeducator Edition*

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Paraeducators working with students with learning disabilities or severe handicaps including autism and mental retardation.

Audience Size: Maximum of 60

Content: This workshop presents strategies to avoid, redirect, or deescalate a student's inappropriate behaviors. These include need, type and delivery of reinforcers, determining a behavior's antecedents and consequences, educational accommodations for managing non-serious but oppositional behaviors, and strategies to intercede at the start of a student's inappropriate behaviors. Non-verbal strategies, such as voice tone, body language and space utilization, will be demonstrated.

Outcomes:

1. Participants will become familiar with the basic concepts of reinforcers and reinforcement and how antecedents, developmental level and diagnosis influence behavior.
2. Participants will learn specific techniques and accommodations to inappropriate behaviors.
3. Participants will understand appropriate non-verbal and spatial techniques to deescalate a student's behavior.

P - 2 Instructional Strategies that Paraeducators Can Use for Effective Teaching

Presenter: Mary Owens, Educational Specialist

Time: 3 hours

Intended Audience: Paraeducators working with students with learning disabilities or severe handicaps including autism and mental retardation.

Audience Size: Maximum of 60

Content: This workshop will focus on instructional strategies that paraeducators can use for more effective teaching. Strategies for one-to-one and small group instruction will be presented. Direct instruction strategies, use of reinforcement, closure and pacing techniques and techniques to maintain instructional control will be included. A simple prompting hierarchy will be presented.

Outcomes:

1. Participants will become familiar with direct instruction strategies and techniques to maintain instructional control.
2. Participants will become familiar with a simple prompting hierarchy.

➠ ***P-1 and P-2 can be combined for a full day training.***

P - 3 Understanding Primary Handicapping Conditions: An Overview for Paraeducators

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Paraeducators

Audience Size: Maximum of 60

Content: Paraeducators are integral players in the successful implementation of a special education program. They can be better prepared to work with challenging students by developing an understanding of the characteristics of primary handicapping conditions and their implication in the education setting. A brief discussion of scores (standard scores, percentiles, age scores) and their implications will be presented.

Outcomes:

1. Participants will become familiar with current information about Federal primary handicapping conditions.
2. Participants will be exposed as to how these primary handicapping conditions affect a student's academic, social and/or behavioral performance.
3. Participants will be exposed to scoring used on many tests.

P - 4 "How Children Think and Learn": An Overview for Paraeducators

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 3 hours

Intended Audience: Paraeducators

Audience Size: Maximum of 60

Content: Children think about the world in a different way than do adults. Paraeducators can be better prepared to work with students with disabilities by understanding how the students' developmental level affects their performance in academic tasks and behavior.

Outcomes:

1. Participants will become familiar with the different styles of thinking for children.
2. Participants will be exposed as to how developmental level affects a student's academic, social and/or behavioral performance

P - 5 Supporting Social Skills: How Can The Paraeducator Help?

Presenter: Kimble Morton, Motor Assessment Program Specialist

Time: 3 hours

Intended Audience: Paraeducators working with **elementary age** students with a disability

Audience Size: Maximum of 60

Content: Many children with a disability have limited social skills. This can make it very difficult for them to negotiate the school environment, particularly at recess, lunchtime, play times, and before and after school. These are often the times in which paraeducators are primarily responsible for the child. Specific social skill difficulties will be discussed, some of their origins will be suggested, and practical suggestions for helping students overcome these difficulties will be presented. The format of this session will be a combination of lecture, discussion and small group activity.

Outcomes:

1. Participants will be introduced to a variety of social skill difficulties often displayed by children with a disability.
2. Participants will understand some of the reasons a child with a disability may have difficulty with social skills.
3. Participants will learn a variety of techniques for supporting the acquisition of social skills for children with a disability.

Assessment & Intervention Strand

S - 1 Attention Deficit/Hyperactivity Disorder: Assessment and Medical Intervention, Classroom Programming, and Positive Behavioral Support

Presenters: Joanne Weigel, M.D., Developmental Pediatrician

Valerie Johnson, Psy.D., School Psychologist

Time: 6 hours (8:30 - 3:30) plus lunch

Intended Audience: General and special educators, school psychologists, administrators, and parents.

Content: This presentation provides a comprehensive framework for understanding ADHD. Topics include the medical and educational evaluation for children with suspected ADHD and its comorbid conditions. The neurologic basis of ADHD, as well as, medical interventions will also be discussed. Classroom modifications and accommodations, and instructional practices which facilitate learning are covered, including positive behavioral support strategies consistent with IDEA-R and 504 mandates.

Outcomes: *Participants will:*

1. Learn the DSM IV definition of ADHD and suggested assessment components.
2. Understand the different types of medication, risks, benefits, side effects, and how to evaluate controversial treatments.
3. Learn how to develop interventions for students who break down at various points during a task: planning, selection, continuity, and monitoring phases.
4. Learn environmental, structural, and curricular components which can increase the learning of students with ADHD.
5. Understand issues surrounding the development of behavior support plans for students whose behavior impedes their learning.

Room Set-Up: Classroom style with long tables.

➠ *See available dates on page 4*

S - 2 Accommodations and Modifications, Differentiating Instruction and Promoting Staff Implementation in the Era of High Standards

Presenter: Diana Browning Wright, School Psychologist/Behavior Analyst, Director-Positive Environments, Network of Trainers (PENT)

Time: 8:00-8:30 Registration
8:30-4:00 Workshop starts promptly at 8:30

Intended Audience: All administrators, general and special education teachers, service providers, agencies and community members. Teams from a school site are highly preferred, but individuals are welcome.

Content: This workshop will provide materials for educators to use in developing appropriate accommodations and modifications in classrooms with links to accommodations and modifications on high stakes tests. Participants will review differentiated instruction vs. accommodations and learn research-validated methods of increasing student achievement consistent with *No Child Left Behind and IDEIA 2004*. How to develop district/site policies, provide trainings and overcome implementation resistance will be discussed. Emphasis will be placed on understanding research on effective instruction that results in a reduced need for further specific accommodation planning that more readily meets the needs of all students with and without disabilities.

Outcomes: *Aligned with Key Elements from the "California Standards for the Teaching Profession", 1-1 through 1-5; 3-4 & 3-5; 4-1 through 4-5; 5-1and 5-4*

- Learn components of effective instruction that have been identified in the last 30 years of research
- Practice a lesson analysis process and analysis of instructional strategies that meets the needs of most students, enabling greater yearly progress
- Learn to differentiate services when general and special educators collaborate to deliver education in the same classroom
- Learn a simple classroom accommodation/modification system that has been embraced by teachers, results in greater academic progress and provides clarification on grading

Room Set-Up and Speaker Needs: Collaborative work group format is required in this training.
In order of preference: 1. Round tables seating approximately 8; 2. long tables with chairs on both sides. Note: Auditorium style will NOT work. Speaker requires remote lapel mic, screen, power strip and long table for equipment in front of screen.

➠ *See available dates on page 4*

S - 3 Effective Strategies For Successful Teaching

Presenters: Diana Browning Wright, School Psychologist/Behavior Analyst, Director-Positive Environments, Network of Trainers (PENT)

Laura Anderson, M.S., Speech-Language Pathologist

Time:
8:00-8:30 Registration
8:30-4:00 Workshop starts promptly at 8:30

Intended Audience: General educators K-12, special educators in RSP/SDC/Learning Centers, inclusion specialists, behavior specialists, program specialists, principals, administrators and support personnel seeking streamlined training materials for both new and seasoned teachers

Content: Many studies have shown that an increase in learner time-on-task is highly associated with an increase in achievement. Learn techniques and strategies to establish and maintain an authoritative leadership of your class, and develop "resilience" in your students (i.e., thriving in life despite risk factors). Learn classroom organization, behavior support and teaching strategies that maintain the flow of instruction.

Strategies are relevant to classrooms in which the majority of students are receiving standards-based instruction. Not appropriate for classrooms primarily serving students eligible for CAPA testing (Moderate to Severe Disabilities).

This training is in alignment with California Standards for the Teaching Profession 1-2, 1-3 and 1-5; 2-1 through 2-6; 3-4; 5-1 through 5-5. See pg. 36.

Outcomes: Strategies in the following categories will be covered:

- Establishing supportive relationships with students to motivate performance
- Maintaining attention and effort during lessons
- Balancing small group instruction with seatwork and centers
- Developing self-governing classrooms and students who rapidly comply
- Handling behavior problems while maintaining the flow of instruction
- The 9 things every teacher should know to positively support behavior
- How to use effective teaching strategies prior to assigning seatwork
- Minimally intrusive, effective reinforcement to increase performance

Room Set-Up: Any set-up will suffice, but tables to facilitate note taking are preferred. Speakers require one remote lapel mic, screen, power strip and long table for equipment in front of screen.

➠ ***See available dates on page 4***

S - 4 Psychoeducational Assessment for Culturally and Linguistically Diverse Students

Available Jan 2006

Presenter: Barbara Comoe Goldstein, Ph.D., School Psychologist

Time: 5 hours

Intended Audience: New school psychologists; seasoned school psychologists working with CLD students; speech pathologists; bilingual/English Learner (EL) resource teachers; school psychologist or speech pathologist bilingual assistants; others who may be on assessment or Student Study Teams for CLD students

Audience Size: Maximum of 75

Content: This full-day workshop is designed to provide practitioners with theoretical frameworks and best practices for assessing culturally and linguistically diverse students. Participants will engage in several learning activities which revolve around a series of case studies. Learning activities include: lecture, discussion, small group, and presentations. CLD students are those who are: bilingual; English learners; Standard English learners; culturally diverse; or students for whom standardized norm-referenced testing procedures have been deemed inappropriate because of culturally and linguistically diversity and related socioeconomic impacts, including opportunity to learn. The workshop will address: legal mandates and protections; first and second language acquisition theories; types of bilingualism; bicultural identity development; working collaboratively with families; specific formal and informal strategies for psychoeducational assessment; data analysis; and working with interpreters.

Outcomes:

1. Determine appropriate referrals for special educational assessment
2. Conduct culturally sensitive interviews and observations
3. Gather and analyze relevant data from informal assessment procedures
4. How to conduct interactive assessment procedures using static assessment instruments
5. How to analyze the impact of English language acquisition, type of bilingualism, and bicultural identity development on academic progress and social/emotional behavior
6. Distinguish between language difference and language/learning disability
7. Identify procedures for working collaboratively with interpreters
8. Identify steps for building collaborative relationships with CLD families

Room Set-Up: Small tables for group work.

S - 5 *Fast Facts:* Collaboration Strategies That Work in Special Education

Presenter: John D. Cressey, Ph.D., Education Specialist

Time: 3 hours

Intended Audience: Resource specialists, special class teachers, special service providers, general educators, counselors, school psychologists, program specialists, vice-principals, principals, and administrators.

Audience Size: Maximum of 100

Content: With *No Child Left Behind Act* and the reauthorization of the *Individuals with Disabilities Act*, schools and teachers are being challenged anew to shift the borders of special and general education to a more inclusive paradigm. To help meet the challenge, this workshop will focus on a collaboration approach that can promote academic and social success in both special classes and general education settings. The importance of case management in identifying and then collaboratively sharing critical student information with all members of the instructional team will be reviewed.

This workshop is the result of a four-year longitudinal research study conducted by the Diagnostic Center, Southern California. The workshop will focus on "what worked" for students as they moved from class to class and school to school over the four years, and how these findings can help your current collaboration efforts.

Aligned with elements from the California Standards for the Teaching Profession, this workshop will include discussion on the challenge of engaging and supporting all students in learning, and then effectively communicating with teachers, students, and parents about student progress.

Outcomes:

1. Participants will learn and practice a *FAST FACTS* approach to sharing student information.
2. Participants will learn Key Collaboration Strategies and how these can affect a student's successful:
   - Learning
   - Inclusion in general education classes
   - Social skills and behavior
3. Participants will learn the differences between being a "Case Carrier" and a Case Manager, and how this critical and pivotal role can facilitate collaboration and help insure student success.

S - 6 Adapted Physical Education Guidelines for California Schools: Requirements, Issues and Best Practice

Presenter: Kimble Morton, Motor Assessment Program Specialist

Time: 1 – 3 hours

Intended Audience: Administrators, teachers, physical education teachers, adapted physical education specialists, program specialists, parents and any other IEP team members.

Participants should bring a copy of the Adapted Physical Education Guidelines for California Schools to the session. It can be downloaded from the California Department of Education website at http://www.cde.ca.gov/sed/APE/index.htm

Content: *The Adapted Physical Education Guidelines for California Schools* was written as a resource for educators and parents as they make decisions regarding the physical education program for a child with a disability. This presentation will utilize lecture, discussion and short activity formats to cover the following topics:

- An overview of the guidelines with emphasis on key features and the resources it contains
- The service delivery model for physical education
- Eligibility
- Models for adapting activities
- Collaboration
- Physical education in early intervention and transition programs
- Administrative issues in conducting adapted physical education activities
- Applying physical education standards to adapted physical education programs
- Curriculum, goals and objectives

Outcomes:

1. Participants will be exposed to an overview of *The Adapted Physical Education Guidelines for California Schools*.
2. Participants will have an understanding of the organization of the document in order to look up issues and topics as needed.
3. Participants will understand some key issues in the provision of physical education for individuals with a disability including best practice suggestions
4. Participants will be able to conduct a program self review for their adapted physical education program.

S - 7 Analyzing Fine Motor Skills Related to School Performance

Presenter: Kimble Morton, Motor Assessment Program Specialist

Time: 3 hours

Intended Audience: Teachers, School Psychologists, Adapted Physical Education Specialists, Program Specialists, and other IEP team members.

Audience Size: Maximum of 60

Content: Fine motor skills often interfere with performance in academic and functional activities. This presentation is designed to help educators understand and assess the individual hand/arm movements and positions necessary to perform skilled fine motor tasks. One practical assessment tool will be presented via video tape demonstration by the author, and directed practice in presenting items. Activities related to specific skill deficits will be included.

Outcomes:

1. Participants will develop beginning level skill in analysis of specific hand and arm movements related to fine motor performance.
2. Participants will learn to administer and rate each of the ten areas on the checklist, *Observation of Hand Skill of the "K & 1" Child*, by Mary Benbow, OTR.
3. Participants will be exposed to intervention activities that can be recommended for students demonstrating various hand skill difficulties.

S - 8 Developing Play Skills in Preschool Children with Special Needs

Presenter: Mary Owens, Educational Specialist

Time: 3 hours

Intended Audience: Preschool-K special education teachers, speech and language specialists, psychologists, instructional assistants, and parents.

Audience Size: Maximum of 50

Content: Using videotape and demonstration, will provide participants an overview of the development of object and social play skills. Emphasis will be on skills associated with 15 to 48th month development. Play skills associated with children with autism will be discussed. Next step skills and facilitation strategies will be presented.

Outcomes:

1. Participants will learn key milestones in development of object and social play skill.
2. Participants will learn a variety of strategies and facilitation techniques to support "next step" play skills.

S - 9 Administration and Interpretation of the Southern California Ordinal Scales of Development

Presenter: Nick Cook, Ph.D., Speech/Language Pathologist

Time: 4 sessions at 3 hours each

Intended Audience: Administrators, psychologists, speech-language specialists, adapted physical education specialists, teachers

Content: The *Southern California Ordinal Scales,* developed at the Diagnostic Center, provides teachers, clinicians, and school psychologists a descriptive, developmental portrait of the individual child based on Piaget's developmental levels. The *Scales* are particularly useful as they allow assessments of very low functioning and difficult to assess students of all ages, using an enjoyable format. Information derived is useful for instructional planning, and behavior support planning. They are among the most culture-free and nonsexist instruments available. This is a four-part overview training for school psychologists, speech/language specialists and others in the administration and interpretation of the Southern California Ordinal Scales of Development. This series of seminars will introduce and demonstrate Scales administration and interpretation.

Outcomes:

1. Review the developmental theory of Piaget, with particular emphasis on its applicability to educational settings, curriculum and behavior
2. Understand the Scales qualitative scoring system
3. Achieve basic competency at administrating a variety of Scales items
4. Translate the Scales' results into specific recommendations for educational staff

Please note: Participants *must* bring their own copy of the Scales manual(s) to each session. The Scales manuals are available from Western Psychological Services, (800) 648-8857. None will be available at the Center. Participants will be asked to practice Scales items in the periods between training sessions.

Dates:
October 4, 2005
November 1, 2005
December 6, 2005
January 17, 2005

Location:
Diagnostic Center, South
4339 State University Drive
Los Angeles, CA 90032

Complete the Registration Form fully. Spell names correctly for certificates.

Name: _____ **Position:** _____

District/School: _____ **Email:** _____

Phone: _____ **Fax:** _____

3 ways to register:
1. Web/Online at: http://www.dcs-cde.ca.gov/ordinalregn.htm
2. Email all of the above information to: ledrosa@dcs-cde.ca.gov
3. Mail/Fax to: Lizette Edrosa
   Diagnostic Center, South
   4339 State University Drive
   Los Angeles, CA 90032
   Fax (323) 222-3018 Phone (323) 222-8090 ext. 306

Limited seating is available. Interested parties are encouraged to register ASAP. Confirmation notification will be provided.

COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROJECTS

The Diagnostic Center offers Comprehensive Professional Development Projects that are individually designed to meet specific district or school site needs. Projects typically include multiple service days that may be interspersed over a period of weeks or months. Project components are identified by DCS and the receiving district and may include:

- in-depth content training
  - full or half day institutes
  - 1 to 1 ½ hour staff training sessions
- on-site consultation
- planning sessions with teachers and administrative support team
- demonstration teaching – including video taping for future staff development
- lesson observations with feedback sessions
- problem solving/coaching sessions
- data analysis, summative and formative evaluation

Due to our staff time commitment for these projects, they will be available on a limited basis. In many cases we begin the planning process with the local district or school site in the spring prior to the implementation year.

Literacy

Literacy projects are designed to provide technical assistance and training to school districts in restructuring for effective reading and language arts programming. Research validated practices along with training in reading assessment are some of the options offered. A plan is developed in conjunction with a district based upon identified needs.

All projects are aligned with the Reading and Language Arts Framework as well as the California Standards for the Teaching Profession. An emphasis is placed on providing the tools to help identify the underlying causes for inadequate achievement levels of students and assist teams in making programming decisions based on that information.

Sample Project Components/Outcomes:

- Staff assessment utilizing "The Planning and Evaluation Tool for Effective School Wide Reading Programs"
- Analyze State adopted intervention programs and determine appropriate programs at site and/or district level
- Develop long-range plans for reading instruction school/district wide
- Organize professional development plan for ongoing support in reading instruction

LITERACY TECHNICAL ASSISTANCE PROJECTS

CLIENT LIST

1999-2000
Walnut Unified School District

2000-2001
Desert/Mountain SELPA
Hesperia Unified School District

2001-2002
Santa Maria Joint Union School District: Righetti High School

2002-2003
East Whittier School District
Lake Elsinore Unified School District
Lemon Grove School District
Orcutt Union School District
Pomona Unified School District
West End SELPA

2003-2004
Fallbrook Union School District
Lakeside School District
Lemon Grove School District
Orcutt Union School District
Pomona Unified School District
Santa Maria Joint Union High School District
West End SELPA

2004-2005
Corona-Norco Unified School District
Fallbrook Union School District
Lakeside School District
Lennox Elementary School District
Pomona Unified School District
Santa Maria-Bonita School District
Santee Elementary School District

2005-2006
Corona-Norco Unified School District
Lennox Elementary School District
Santa Maria-Bonita School District
Santee Elementary School District

Currently in initial planning with:

Mountain Empire School District
Westminster School District

Autistic Spectrum Disorders

These projects are designed to provide technical assistance and training to school personnel working with students with autistic spectrum disorders. The project focus, components and outcomes are developed by the DCS and the district or SELPA.

Sample Project Components/Outcomes:

- **Designing Positive Behavior Supports**, including the use of visual support strategies
- **Using the *Core Curriculum Access* document to align goals and objectives to the Core Curriculum**
- **Strategies to Support Social Inclusion**
- **Guidelines and Training for One-to-One Assistants**

Moderate to Severe Disabilities

These projects are designed to provide technical assistance and training to school personnel working with students with moderate to severe cognitive disabilities. The project focus, components and outcomes are developed by DCS and the district or SELPA.

Sample Project Components/Outcomes:

- Use of systematic instruction strategies in the classroom
- Identifying and teaching functional academic skills
- Aligning critical functional skills with the core curriculum

Early Childhood Special Education

Early Childhood Special Education projects are designed to provide technical assistance and training to school personnel working with preschool age students with special education needs. The project focus, components and outcomes are developed by the DCS and the district or SELPA.

Sample Project Components/Outcomes:

- Developing Play and Social Skills
- Play-Based Assessment Strategies
- Aligning Curriculum with Desired Results

General Requirements

The following general requirements apply to each of the Comprehensive Professional Development topics:

- Evidence of administrative support for the project must be provided.
- Participants must be part of district, SELPA or County Office of Education team; all team members must commit to fully participate in the training.

Additional requirements, specific to each topic, may also apply. For more information, please call the following contact person/s at (323) 222-8090.

- **Literacy** ..... Vonnie DiCecco
- **Autistic Spectrum Disorders** ..... Mary Owens
- **Moderate to Severe Disabilities** ..... Mary Owens
- **Early Childhood Special Education** ..... Mary Owens

CONSULTATION SERVICES

The Diagnostic Center is committed to utilizing our staff resources and expertise to meet your local needs by providing consultation services in the following areas.

Case Conferencing

Diagnostic Center assessment team members can consult with district IEP team members to assist in assessment planning for an individual student. This can be particularly helpful when a differential diagnosis is in question, or when the IEP team would like consultation regarding “next steps” for an individual student.

Medical/Mental Health

Assistance in understanding the educational implications of certain medical and/or mental health conditions. Examples of specific consultation topics include brain injury, genetic syndromes (such as Angelman, Williams, Prader Willi), Tourette Syndrome, Asperger Syndrome, Anxiety Disorders, Depression, Bipolar Disorder, etc.

Reading

Site or district teams meet with DCS staff for assistance in structuring and implementing a reading program for at-risk readers (grades 3-12). An overview of specific practices necessary for successful reading are presented along with a guided review and demonstration of the 2002 California State Board of Education Adopted Reading Interventions Programs, and 2005 Follow-Up Adoptions.

Assessment Strategies

Tools:

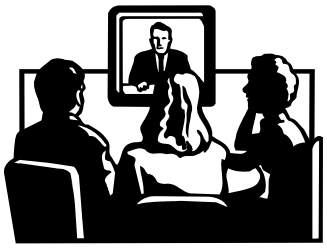
Roundtable discussions on best practices in assessment instruments and methodologies. These discussions can be individually designed for specific disciplines, disabilities or ages.

Techniques:

Strategies to assist students with behavior problems to successfully participate in the assessment process.

Strategies to assist district staff in giving the hard news well: effective ways of helping families understand new diagnoses such as mental retardation and autism.

How Are These Services Delivered



These services are available either on-site at the Diagnostic Center or via the use of videoconferencing. Due to staff time constraints we are unable to travel to your site to provide these services.

The typical length of consultation services is from one to two hours.

LEA is responsible for identifying a local technology site and person to coordinate with the Diagnostic Center for videoconference and for the phone charges

How Do I Access These Services

If you have a school site or district team that is interested in receiving these services, please contact Deborah Holt at (323) 222-8090 or dholt@dcs-cde.ca.gov. If you have a particular need that is not listed above, please feel free to call and inquire.

California Standards for the Teaching Profession

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

1-1 Connecting students' prior knowledge, life experience, and interests with learning goals
1-2 Using a variety of instructional strategies and resources to respond to students' diverse needs
1-3 Facilitating learning experiences that promote autonomy, interaction, and choice
1-4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
1-5 Promoting self-directed, reflective learning for all students

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2-1 Creating a physical environment that engages all students
2-2 Establishing a climate that promotes fairness and respect
2-3 Promoting social development and group responsibility
2-4 Establishing and maintaining standards for student behavior
2-5 Planning and implementing classroom procedures and routines that support student learning
2-6 Using instructional time effectively

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3-1 Demonstrating knowledge of subject matter content and student development
3-2 Organizing curriculum to support student understanding of subject matter
3-3 Interrelating ideas and information within and across subject matter areas
3-4 Developing student understanding through instructional strategies that are appropriate to the subject matter
3-5 Using materials, resources, and technologies to make subject matter accessible to students

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4-1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
4-2 Establishing and articulating goals for student learning
4-3 Developing and sequencing instructional activities and materials for student learning
4-4 Designing short-term and long-term plans to foster student learning
4-5 Modifying instructional plans to adjust for student needs

STANDARD FIVE:

ASSESSING STUDENT LEARNING

5-1 Establishing and communicating learning goals for all students
5-2 Collecting and using multiple sources of information to assess student learning
5-3 Involving and guiding all students in assessing their own learning
5-4 Using the results of assessments to guide instruction
5-5 Communicating with students, families, and other audiences about student progress

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

6-1 Reflecting on teaching practice and planning professional development
6-2 Establishing professional goals and pursuing opportunities to grow professionally
6-3 Working with communities to improve professional practice
6-4 Working with families to improve professional practice
6-5 Working with colleagues to improve professional practice

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

ABOUT OUR PRESENTERS

Laura Anderson

Laura Anderson is a speech-language pathologist (SLP) at the Diagnostic Center, Southern California. She holds a M.S. in Speech and Language Pathology, a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA), Professional Clear Clinical or Rehabilitative Services Credential and is a California State licensed SLP with the Speech-Language and Audiology Board. Laura has worked as a SLP with children with all handicapping conditions, in both public and non-public schools. She has also worked in private clinics and hospitals. She is a member of the transdisciplinary assessment team at the Diagnostic Center, serving approximately 350 school districts in Southern CA. She has special interests in the area of development, assistive technology, social skills training and supports, and delivering speech and language services using a collaborative model.

Diana Browning Wright

Diana Browning Wright a school psychologist, behavior analyst and trainer at the Diagnostic Center, Southern California and a nationally known presenter on a wide range of topics in special education including: law related to behavior and discipline, behavior support for all students, behavior analysis, effective instruction, accommodation planning, classroom organization and management. She is Director of California's Positive Environments, Network of Trainers (www.pent.ca.gov) and consults regularly with educators across California. Diana has experience with all ages of students and all disabilities. Her trainings are known for their practical, real life applicability, as well as the breadth of material covered across ages and settings for students, with and without disabilities.

Nick Cook

Nick Cook is a speech-language pathologist at the Diagnostic Center, Southern California. He holds a Ph.D. in Education from the Claremont Graduate School and a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA). Nick has taught college level courses, and has worked as a speech-language specialist for Santa Ana Unified Schools, a large urban, multilingual district. He currently is a member of a transdisciplinary assessment team serving approximately 300 school districts in Southern California, providing diagnosis, descriptions of functioning levels, and recommendations on curriculum, communication and behavior intervention. Nick has presented on the topics of Piaget, multilingual issues, autism, developmental assessment and behavior interventions for universities, school districts, as well as state, national and international conferences.

John Cressey

John D. Cressey is an educational specialist at the Diagnostic Center, Southern California. He has been a resource specialist and SDC teacher. He began teaching at a reading clinic while at UCLA in 1965. He holds a M.Ed. in Reading and Learning Disabilities from DePaul University, Chicago and Ph.D. in Special Education from U.C., Berkeley. He worked for 5 years at SRI International on the Longitudinal Study of P.L. 94-142 and a series of national and international research studies in special education. He has presented at the American Educational Research Association, Learning Disabilities Association of America, California Association of Resource Specialists and Special Education Teachers, as well as state, national, and international conferences. Dr. Cressey was a Peace Corps teacher in Kandahar and Kabul, Afghanistan.

Vonnie DiCecco

Vonnie DiCecco is an educational specialist at the Diagnostic Center, Southern California. She holds a Ph.D. in Teacher Training/Supervision and Instructional Design from the University of Oregon. Vonnie has been a faculty member at the University of Oregon, Western Oregon State University, California State University Fullerton, and California State University, Dominguez Hills. She has consulted with numerous school districts, providing extensive support in organizing effective reading programs for older students. Dr. DiCecco has been a speaker at many regional state and national conferences where she is known for presenting material that is easily applied to the classroom and school wide setting. She served as a Content Review Panel member for The 2002 California Reading/Language Arts Adoption.

Barbara Comoe Goldstein

Dr. Barbara Comoe Goldstein is a school psychologist at the Diagnostic Center, Southern California and a Licensed Educational Psychologist. A former special and general education teacher in elementary and secondary schools, she has most recently been an associate professor of school psychology, school counseling, special education, and teacher education at Azusa Pacific University, California Lutheran University, and Mount St. Mary's College. Her articles have appeared in Journal of Learning Disabilities, Journal of Educational and Psychological Consultation, and School Psychology Review. She has contributed book chapters on topics such as, multicultural collaborative consultation, critical pedagogy and special education, bilingual special education, and social justice and educational equity for bicultural students with special needs. She is a frequent presenter and speaker on language and literacy development for EL students, home-school collaboration, and culturally sensitive counseling. Dr. Goldstein is active with Fiesta Educativa, a parent-professional partnership that supports Latino Spanish-speaking families with children with special needs.

Valerie Johnson

Valerie Johnson is a school psychologist at the Diagnostic Center, Southern California. She holds a Psy.D. in School Psychology from Alliant International University. Valerie has worked as a general education teacher and a school psychologist in school districts throughout Southern California, and has taught graduate level courses in school psychology. Valerie has had extensive experience working with culturally diverse populations and has worked with special needs students of all ages.

Kimble Morton

Kimble Morton is a motor assessment program specialist at the Diagnostic Center, Southern California. She is also a certified Instructor of Nonviolent Crisis Intervention for the Crisis Prevention Institute and a member of the Positive Environments, Network of Trainers (PENT). She also presents trainings in the areas of sensory issues as related to educational programming, positive behavior interventions, social skills, gross and fine motor assessment, and other topics. Kimble served as a member of the CASP/Diagnostic Center Joint Positive Behavioral Intervention Task Force. She has taught university level Adapted Physical Education courses and has worked with students with all disabilities, preschool to adult.

Mary Owens

Mary Owens is an educational specialist at the Diagnostic Center, Southern California. Mary has been a special education teacher, program specialist and instructor at California State University, Los Angeles. She has extensive experience in the areas of preschool special education, including play-based assessment and interventions, and autism, and she has presented at numerous state and national conferences on these topics. Currently, Mary's particular interests include programs that facilitate meaningful social inclusion of students with moderate disabilities and developing functional academic programs for elementary and middle school settings.

Joanne Weigel

Dr. Weigel is a developmental pediatrician at the Diagnostic Center, Southern California. Her primary practice is in the assessment and medical treatment of children whose unusual learning and behavior problems make it difficult for them to succeed in school. She is an Associate Clinical Professor of Pediatrics at USC School of Medicine. She has worked with children who have behavior problems for more than 25 years, starting in private practice, and at Riverside General Hospital, followed by a term as Director of Child Development and medical director of the Suspected Child Abuse and Neglect team at Los Angeles County, USC Medical Center. She has worked with children with neurological problems which affect behavior and learning for the past 20 years, in both assessment and residential settings.

Accessing the Core Curriculum in the Content Areas

Sponsored by

Regional Coordinating Council and the XYZ SELPA

Place: Union School District Education Center, 2786 Fifth Avenue, Los Angeles, CA
Date: Monday, March 20, 2005
Time: 8:00 a.m. - 8:30 a.m.- Registration/Coffee
8:30 a.m. - 3:30 p.m. - Workshop
Cost: $15.00 (includes Lunch)
Presenter: Vonnie DiCecco, Education Specialist
Diagnostic Center, Southern California

Content:

This training describes and demonstrates specific strategies for facilitating comprehension in the content areas. Instructional sequences are presented for designing explicit instruction in content areas (i.e., literature, social studies, science, etc). Skills necessary to read and comprehend content material are detailed and models are provided for developing and presenting lessons in grade appropriate materials. Teaching vocabulary and incorporating instruction that promotes higher order thinking are demonstrated. Participants apply the instructional sequence described to excerpts from content area texts and design a content lesson.

This training stresses components outlined in the California Reading Initiative (i.e., vocabulary development, comprehension and higher order thinking, and independent reading) and is aligned with the 1999 California Language Arts / Reading Framework and Standards.

Outcomes:

1. Learn procedures for pre planning content area lessons.
2. Learn procedures for delivering explicit instruction in the content areas.
3. Learn techniques for assessing students understanding.
4. Develop lessons in grade appropriate core materials.

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School District: _____
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Contact Person
5323 Village Road
Los Angeles, CA 90032
Telephone: (213) 888-8888 FAX: (213) 888-9999

Deadline Date for Registration, Tuesday, March 7, 2006

YOUR PLACE WILL BE RESERVED UNLESS NOTIFIED ***MAP ON BACK***